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Vol. IX.

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AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. IX.

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No. 1.

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MOVING ON.

LETTERS from all portions of the country say the late meetings of the teachers and school officers have been not only more largely attended than ever before, but measures looking to a much more practical course of study have been adopted, and the unity of the whole scheme of education will be secured.

In most of the States three conventions assembled at the same time and place. The teachers of the State, the school officers, and the friends of Normal Schools. All three of these conventions were being held at the same time in Missouri, in Illinois, in Indiana, in Iowa, and in several other States.

The objects are one. What means can be made most effective to secure these objects? That is, to educate the people.

The conventions and associations held the past year have done much to give us a solution of the problem.

FORTY teachers and nineteen school officers in one county subscribe for, read, and circulate this journal.

If all our County Commissioners and County Superintendents would take hold of the matter, the same or a greater number might be secured easily in every county, and then their work and its results would show so strongly and favorably that the people would demand better legislation for the schools. School officers, too, need to read not only what is being done, but what ought to be done. They do a great deal of work grati-

ously, and the people censure them, when if they only knew the necessity existing for the action taken, they would approve instead of condemn. Ignorance finds fault and stops—but intelligence helps to remedy evils—and builds up.

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A GOOD INVESTMENT.

THERE is economy in giving the children a good education. We know too little of the whys and the wherefores connected with our calling on the farm, in the shop, and in the store. We work too much in the dark. To get the best possible results from our land and fertilizers, from what we do day by day, anywhere and everywhere, how important that we should understand their constituents and their adaptability to certain crops. As soon as by improved intellectual power we begin to discover and apply the laws of nature, a vast accession is made to the power of human productiveness. If this be so, we see how groundless is the opinion that education and science are without practical benefit, and that students are only a useless burden on the community, since it is knowledge and its application which has given us all the advantages which we possess over savages.

THE Board of Curators of the Missouri State University, at their late meeting, elected Dr. S. S. Laws President, in place of Dr. Reed, who had resigned the position.

A REFORM NEEDED.

PROF. J. W. DICKENSON in a paper read lately before the New Jersey State Teachers' Association says:

"The reform our methods of teaching now need so much, is that one by which the teacher, putting aside his text-books, except for reference, will bring the objects of his teaching actually into the presence of the pupil, and then, by oral teaching, make him conscious of the ideas he would have him know.

If the teacher will do this he will accomplish three things—(1st) he will excite in the mind of his pupil a knowledge of what the pupil desires to learn; (2d) he will teach him a method of study—a result more valuable than all the knowledge ever acquired during the most extended course of studies pursued in any of our schools; and (3d) what is of more value than all else beside, the pupil will acquire a discipline of mind that will enable him to control himself in whatever he shall in the future undertake to do or to be. A knowledge of the science of teaching must be obtained, that a true art may exist. The art of teaching cannot be intelligently practiced by one who does not well understand the great end that all teaching should propose to itself to secure.

THROUGH the week we go down into the valleys of care and shadow. Our Sabbaths should be hills of light and joy in God's presence; and so, as time rolls by, we shall go from mountain-top to mountain-top, till at last we catch the glory of the gate, and enter in, to go no more out forever.

EZRA S. CARR has been elected State Superintendent in California, as successor to the Hon. Henry L. Bolander.

HON. F. M. Cockrell, United States Senator from this State, has our thanks for valuable public documents.

THE Hon. Joseph Peeraut is Superintendent of Public Instruction for Idaho.

THE Hon. O. H. Riggs is the Superintendent of Common Schools for Utah.

MORAL EDUCATION.

BY W. T. HARRIS.
[No. 3].

SOME general considerations force themselves on our attention as essential to a complete insight into the point of view assumed in the foregoing discussion. It is obvious that the question of the separation of church and State is the deepest political question in modern history. Its meaning and significance and its quantitative limits are vital points to settle. The study of the philosophy of history alone can give us the solution of these problems. The broad contrast of Oriental life and civilization with European, opens for us the first glimpse of the true status of Christianity in the world-history.

I. *Fundamental principle.* Human responsibility is the fundamental presupposition of all ethical systems. But the degree of its realization varies, and with it varies the scale of civilization. The Oriental civilization of the present day, and even the European civilizations of ancient times, fail to recognize individual responsibility in the sense that modern Christendom does. Our modern civilization would prove utterly untenable on a basis of Chinese ethics. In China the individual does not form the unit; the unit is the family. Individuals are minors, not having reached separate, individual responsibility. On this fact rests their mode of punishment—corporal chastisement, rather than the mere deprivation of property and freedom of life and limb, as with us. Corporal punishment is corrective and preventive, but does not imply individual consciousness of honor—it treads it out, wherever it finds it. A crime committed by an individual is expiated by the whole family in China. Neither is the intention of the individual taken into account. What is done by the individual through accident is placed in the same category as his intentional acts. This distinction of moral purpose and intention from mere contingent results of action, is indeed not fully arrived at, until we come down to quite modern times, to the time when the criminal code has become interpenetrated with the Christian principle. It is obvious that in those civilizations wherein the patriarchal idea still holds sway, the individual in a large measure takes his resolution to act, chiefly from the elders of the family. Perhaps the whole family derive their common guidance from the oracle, the auspices, the auguries or some special mode of receiving an intimation of a higher will. Modes have varied with different peoples, but the essential fact has been everywhere the same, that decision was an extra-individual concern. Nevertheless responsibility was recognized, even though it transcended the limits we ascribe to it. In the savage state of society the whole tribe or people is held responsible for the deed of a single individual. Among the half civ-

ilized peoples the family is the unit of responsibility. It is the mark of the first stage of civilization to hold the individual responsible without distinguishing the accidental effects of an act from those of wilful intention. Finally the enlightened stage of civilization discriminates between malice, error, and accident, in weighing the responsibility of human acts.

II. *Religion and Morality.* The close relation of morality, which includes special duties, to religion, which contains the ultimate and supreme ground of all obligation, has led to the connection which we see everywhere existing between the system of education and the national religion. The national religion in defining its relation to God, defines its idea of the final destiny of man. Not only does education, moral and intellectual, depend directly upon this, but the form of government, the constitution of civil society, likewise presuppose that basis. The caste system of the Hindoos, founded in the Brahminic religion, determines minutely the whole fabric of their civilization and consequently their morality. Whoever has read the tedious catalogue of duties in the code of Manu will bear witness to the complexity and artificial nature of a system of duties founded on Brahminism. "What Heaven has conferred is called THE NATURE," says Confucius; "an accordance with this nature is called THE PATH OF DUTY; the regulation of this path is called INSTRUCTION." The Analects of Confucius and the other Chinese classics prescribe the duties that flow from their religious principle—the worship of ancestors. Religion, government and education in Greece united to realize the Divine as a work of art; the tenet of their religion, which makes of the Divine a Manifestation in specialized existence, moulded the entire ethical life of the Greeks—not only their worship of the statues of the beautiful divinities, and their culture of the human physique into living resemblance to those ideals, but even their initiation into the mysteries, wherein they celebrated by sensuous ceremonies and exhibitions, the mediation by which the manifestation of the Divine is realized. The obverse of this phase is found in the religion and ethics of Rome. The state and religion there existed for the subjection of all that is individual and special, to the universal; the special person sacrifices himself, his whims and caprices, for his abstract individuality, for himself as a legal existence. Sacrifice of special existence gave such solid satisfaction to the Roman people that their favorite spectacles in the arena consisted in actual death struggles of gladiators with beasts, or with each other. The principle of the state was inseparable from their religion; sacrifice of what is special for the sake of the general law, was performed constantly by symbols and by actual deeds throughout the entire history of Rome, until its principle tottered to its fall under the emperors.

On this basis appeared Christianity in the world. The Roman state-religion had culminated in crushing the individual into the abstract soulless forms of secular law. The new religion proclaimed a spiritual kingdom to be found in the depths of inward reflection and devotion. Separating itself thus from the external and merely secular, a new institution arises in the world—the Church as a distinct existence. In the heathen civilizations religion and the state had not become separate existences. The complete evolution of an existence or organism only occurs when each function has its special organ, and through the extreme of division there is realized the highest unity. Compare the life of the protozoa with that of the highest vertebrates, or the savage state of society wherein there exists no division of labor with that more advanced stage of society wherein the greatest diversity of employments coexists with the completest unity and interdependence through domestic and foreign commerce; or finally, compare the absolute despotism wherein the three essential functions of government, the legislative, executive, and judicial power are all centralized in one man or family,—compare this with the most developed constitution wherein these functions are separate and co-ordinate. The complete evolution of the Christian Civilization requires the unfolding of State and Church into independent and co-ordinate institutions. The same tendency that makes even the government itself unfold into independent co-ordinate functions appear everywhere socially, politically, and ethically. It is division of labor in civil society; local self-government politically; free corporations for education, for religion, for industry.

EDUCATION BY THE STATE.

[NO. 3.]

WE are now unqualifiedly committed to the acceptance of the broad proposition that the State,—i.e. a majority of the citizens of a political division called a State,—has the right, nay, that it is its grave duty, to adopt any and all measures that may be found necessary "to promote the general welfare and secure individual protection and common safety." This proposition or principle of government, has never been disputed, nor has the right been categorically denied, (of course it is meant never denied except by those with whom an intelligent person would blush to be caught in discussion on any subject). So that in all controversies touching the prerogatives of the State; if we can reduce the argument down to the settlement of the single question, is the system supported, or the power exercised, by the State, necessary to good government, the question at issue is conclusively, authoritatively and finally settled. The thought is tersely and comprehensively stated in the hackneyed phrase which underlies republican institutions, and which

is the genius and spirit of our government, "the great good to the greatest number." Universal education can be justified not only by this principle, but upon the further fact, now most emphatically stated and hereinafter proved, that education is a positive and great benefit, not only to the recipient thereof, but to every member of the society of which he is an integral part. By its very nature it inevitably possesses and imparts both a direct and reflex virtue. If these statements are not self-evident, they will be easily and fully established by a little intelligent reflection.

In illustration of the correctness of the view that the State may properly exact anything of its individual citizens which necessarily flows out of the mutual relation existing, and which is needed to sustain the objects of government, let us cite some of the acts (requirements) of government universally recognized, and submitted to as rights.

Our courts, in pursuance of law, (which is the State's expressed will), have immemorially and uniformly held that no citizen has the right to pursue his own selfish desires, or to promote his individual welfare to the inevitable detriment and loss of his neighbor and fellow citizen. On the other hand, since our interests, as citizens, are mutual and reciprocal, the power is exercised to compel each to make sacrifice of selfish pleasures and desires, for the promotion of mutual benefits. Thus, if to secure my own convenience, by avoiding much labor and sacrifice of time, I do that which will create a nuisance for my neighbor, the powers that be will assuredly abate it, even at my great cost, and compel me to remove the offence. No one ever questions the justness of the law's demand in this regard, or the right of the State to exercise this power. Why? There is certainly no direct benefit accruing to me from this exercise of power, and may be loss of time and money.

Again, municipal authorities may oblige me to pave the sidewalk in front of my house, or property, and cause me to spend large sums of money in improving the street; and yet I may derive little or no direct benefit therefrom. Have these authorities a right to exercise this power? Who questions it? The general welfare is thereby promoted, and an indirect good results to me. County courts (or the voters of my county) levy taxes on me to build asylums and poor-houses; and yet, I never had an insane or pauper kinsman. Never will I, or my heirs, derive what is called a direct benefit from these institutions. Yet find the man, with so little respect for his reputation and with so poor a regard for the estimate men may put upon his common sense, who will deny the justice of the exaction.

Juries and governments compel the forfeiture of my life for the general good, or call on me to risk its forfeiture to secure the maintenance of government and the

government's safety or welfare. Assuredly no conceivable individual benefit flows to me from such a sacrifice. What are principalities and powers to me, with all their wealth and glory and grandeur, when the gates of the unseen close between us forever? Yet, I recognize their right to remove me eternally beyond the limits of their power to benefit. Why? Tell me, you who claim that the State has no right to tax me to educate my neighbor's child, *because*, forsooth, I am not immediately and directly benefitted thereby. Explain upon what principle you justify the execution of the murderer; and remember, while you explain, that principles are immutable.

I indulge in a freedom of personal action that brings no bodily harm or loss of property to another citizen; and yet the State levies a burdensome tax on me; and if I cannot discharge the debt, in money, it exacts its equivalent from the sweat of my brow, because my conduct tends to deprave and corrupt the morals of society. I innocently fail to do that which the law enjoins, or just as innocently do that it forbids, because I am ignorant of the law. Yet the executors of the law inflict on me the penalties attaching to the violation of law, because my act may be an example to others and prove detrimental to society. For the good of society I may be exiled and expatriated. Yet I, who have no children to educate, or who have bestowed a liberal education on my children, claim that the State has no right to tax me to confer a similar benefit on my neighbor's child, and, per consequence, a good upon society! The conception I have, then, of the object of government is so narrow and contracted that I expect to enjoy all its benefits and its full protection without contributing anything to maintain or improve it. Was there ever such another glaring absurdity!

It is evident from all the foregoing, without extending the number of illustrations, that the State *ought* to adopt those measures which, in its judgment, will benefit society and improve the character and stability of government. I further submit, as one link in the chain of reasoning, that whatever tends to elevate the masses will produce these results.

Does the education of the masses improve the condition of society? Does the government realize from the expenditure of money, in this direction, a quid pro quo; or does it therefrom reap an advantage which could not be reaped from any other source? It is apparent that if these questions can be answered affirmatively there remains no further ground of dispute. And, just here, let me call upon the reader to bear in mind that this issue is not, and has never been so clearly defined and restricted by those, who from time to time, proclaim there captious objections to a State system of education. Yet, this is a fair and exhaustive presentation of the case. First, individual welfare and human happiness could not exist in the absence of

society with its restraining influences and protecting laws. Second, the better and the more intelligent the members of the society the more desirable and beneficial will the government be which it establishes. Third, it is not only the right of societies, segregated for common welfare, to lay hold of and apply every means to perfect government, but it is also their highest moral obligation. Now, fourth, the friends of popular education freely consent to abide the consequences and accept the result of the decision of the question, does the education of the masses improve the condition of government and contribute largely to the welfare of society. If we can not establish this claim we surrender.

That there should exist the necessity of seriously discussing these propositions in this the nineteenth century, and in this boasted period of our enlightened civilization, is, to my mind, one of the strangest phenomena presented to our amazed and confounded reflections. Yet still, we recognize the existence of the necessity, and must meet it fully.

Let us appeal first to the testimony, —the recorded opinions of those recognized as statesmen and patriots; those accorded greater virtues than the majority of their fellows, by being elevated by them to positions of honor, trust and power. Their testimony is introduced as corroborative evidence, simply. It is not claimed that it *proves* anything. But surely in forming our judgments we should permit the uniform views of these representative men to possess great weight, when it is impossible to raise a reasonable presumption that they were influenced by sinister motives, or biased by prejudice or personal interest.

When he who exemplified the American ideal of the pure patriot and noble statesman — President Washington — was about to retire permanently from public life — illustrious, weighted with honors such as the world had never before conferred, surfeited with all in the way of ambitious longing, having no giddy height above him to be attained, desiring nothing his country could bestow which would enhance its love and reverence — he, in the tender solicitude of a father for his children, states to Congress and the American people: "it is substantially true that virtue or morality is a necessary spring of popular government. The rule indeed extends with more or less force to every species of free government. Who, that is a sincere friend to it, can look with indifference upon attempts to shake the foundation of the fabric?" And he adds this appeal: "promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened." (See Washington's farewell address.)

It would, at least, be useless, if not

presumptuous, to undertake to enlighten intelligent American citizens as to the earnest, constant efforts of Thomas Jefferson to establish and encourage institutions of learning. I shall not quote further from the great spirits whose names shed a glorious lustre upon our National roll of honor. Suffice it to say, that not one man in the councils of the Nation, in the halls of Congress, with a National reputation for ability and disinterested patriotism, has ever placed himself in antagonism with the earnest views of Washington upon this subject. There is a wonderful unanimity of concurrent testimony by all our great men who have spoken upon the subject of popular education.

But my paper is already too long, and I dismiss the subject till the next issue of the JOURNAL.

R. D. SHANNON.

JEFFERSON CITY, Dec 20, 1875.

SPIRIT OF AMERICAN EDUCATION.

SPEECH of Dr. Magoun of Iowa, at the National Teachers' Association. Dr. Magoun said:

"If it be true, as Commissioner Eaton has said in his circular, that 'more foreigners will visit the Centennial Exhibition to see our school material, and study our school system, than for any other purpose,' we ought to do something more than adopt some resolutions in respect to an exhibit of American Education at Philadelphia next year; we ought to give the Commissioner and his assistants in various parts of the country, energetic and effective aid.

It is somewhat difficult indeed, to exhibit 'Educational Products,' as they have been called.

The true Educational product is simply and only educated mind. It is hardly possible to spread this over the 2,000 feet of wall space our resolutions call for.

To find out and to know what our schools of every grade produce, foreigners must move through the land and learn what our people are who have been to school. But the material instruments of American Education, and such documents as set forth its processes and results, can occupy that wall space, and will need the whole of it.

In your opening address, Mr. President, you suggest a doubt whether we have yet found the best method, the true method of this Exposition of a hundred years of education. It seems to me that what will be found hardest to exhibit at all, will be the Spirit of Education in America.

How can these multitudes of coming foreigners, intelligent and inquisitive, be made to apprehend this?

It cannot be set up on shelves at Philadelphia. It cannot be discerned at one view as the sum of educated minds can be. The spirit of education among any people comes from its history.

American Education was not born of the State. It is no child of arbitrary governmental power at all. It is the simple outgrowth of that love

of knowledge, freedom, and virtue, which formed part of the original stock of Puritan character. It was philanthropic and Christian; it was itself free. Therefore, the government, whether of the State or the Nation, can never 'take control of all the Educational forces,' as was advocated in the paper to which we listened last evening, as is done in the Old World.

Education here can never be wrested from the spontaneous agencies of the people. No government on American soil will ever be strong enough or arbitrary enough to do that. The attempt even, at what was so repeatedly demanded last evening in the speaker's theory of arbitrary and exclusive State control, would show what the free spirit of American Education will not endure. Therefore, again, because of this origin and history of Education among us, we have no American system, though we incessantly use the phrase. We have an American *policy* of popular and universal education, and we have *systems*. Col. Eaton in his circular recognizes this when he speaks of 'the peculiarities and manifold phases of educational systems and institutions.' And again, later, of 'institutions and systems in many parts of the country.'

So a free policy in a free republic must develop itself. The arbitrary spirit of the European countries commended to us last night as examples, can never be introduced here. Science, *not sovereignty* must bring our systems, if anything can, into one system. It can never be by the State 'taking control of all the educational forces.' It is idle to think of it. And the exhibit of American Education at the Centennial must set it forth in all its natural legitimate liberty, in all its multifarious, variform, luxuriant freedom. It will be worthy of our best efforts to do this. Thus alone will something be done to show its spirit and history as well as its body and material implements.

Such an exhibit will be honorable to us as an intelligent people; it will disclose what freedom united to the love of knowledge and virtue can do; it will in some measure fitly display the marvelous progress of this unique and magnificent phenomenon of *American Education*."

By all means, hold the teacher responsible. It is his business to know if he is capable. If he is not capable and pretends that he is, he should be regarded as an imposter. To give employment as teachers to those who have stumbled and fallen in their efforts to become such, is to extend continued encouragement to more of the same class, and to drive from the field many who would gladly give their lives to the work, and who would crown it with glorious success.

SEND us items of the progress of your schools, and we shall be glad to publish them. There is a vast amount being done in all the States, and yet there is room for more.

EDUCATE OUR MASTERS.

A GREAT statesman has remarked, "We must educate our masters." Though we, the people of this favored land, call no man "master," yet it would be folly to deny our relation to those who *serve* us in the capacity of *masters*. The remark just quoted seems therefore, to be as applicable to us as to the people of any other country. If we do not educate our masters, we may expect to become slaves.

If we do not elect men who will make good constitutions and pass good laws, we must be made to smart for the bad ones they give us.

It is nearly forty years since Texas published to the world a statement of her grievances, as suffered under the government of Mexico. One of these grievances we find expressed thus: "It" (the Mexican Government) "has failed to establish any public system of education although possessed of almost boundless resources (the public domain); and although it is an axiom in political science, that unless a people are educated and enlightened, it is idle to expect the continuance of civil liberty, or the capacity for self-government."

Having in a glorious manner achieved her independence, and, subsequently, been admitted as a sovereign state of the Great Republic, one would naturally suppose that Texas would, by this time, occupy a comparatively high rank, educationally, among the sisterhood of States. Mexico has long since ceased to impede the march of intellect on the east side of the Rio Grande, and the Federal Government, whatever its shortcomings, may have been, has thrown no obstacle in the way. What, under such favorable circumstances, then, has been done by the "Lone Star State" towards establishing an efficient system of public schools? What is her present educational status? Has she manifested an earnestness in this noble work, worthy of a great State? Has the public domain been disposed of in the interest of education, agreeably to the spirit of the Declaration of Independence?

The last report of our State Superintendent of public instruction, answers these questions, but, unfortunately, in such a way as to reflect very little credit on our State. Texas, containing nearly a quarter of a million of square miles, has at this moment a population of not less than a million and a half, and for the education of this rapidly increasing population there is virtually no provision made by the State. The present school system—if "system" it may be called—is absolutely at variance with the educational interests of the State inasmuch as it conflicts not only with private schools, but even with itself. Indeed it would be well if it were abolished, as private schools unembarrassed, would to some extent, meet the educational wants of our people. This county (Collin) is, according to report of State Superin-

tendent, the "banner county" of the State as regards enterprise in favor of public schools, and yet there are not, at present, six public schools in operation in the county!

With the experience of other States and countries to guide us, there seems to be no excuse for our very unenviable position in regard to public instruction. If its utility is recognized in Germany, England and even in China, as well as in Illinois, and Kansas, the probability is, that an enlightened system of public schools would be found profitable in Texas. China has recently sent some of her youths to this country for instruction. Would it not be well for us to send some of our statesmen to China to take lessons in political economy, from the rulers of that country? They would, perhaps, come back with a higher appreciation of their duties and responsibilities—wiser if not better men. It is true, there are some able and faithful men among our masters, but they are so much in the minority that they can do but little. The people of Texas are as desirous to have their children educated as are the people of any other State. They support private schools very liberally, and would, no doubt, accept a superior system of public schools, as an inheritance of inestimable worth.

We must, in some way, educate our masters before we can hope for such a system of education as the spirit of the age demands. Can not this be done through the AMERICAN JOURNAL OF EDUCATION, by causing it to circulate, not only among the teachers and school officers, but among all the people more extensively?

We think so.

N. SOMERVILLE.

McKINNEY, TEXAS, Dec. 20th. 1875.

ARITHMETIC.

Editors Journal:

III. Teaching Division.

THE common practice, sanctioned by the books, is to teach "short" before "long" division. Now the single difference between the two is, that in the latter every step is fully represented by written symbols, while in the former only a portion of the steps are so represented. In reality, therefore, short division is the more complex and more difficult, since in it part of the work must be "mental," that is, must be thought out without the aid of symbols, while the remaining part must be "written," that is, must be thought out with the aid of symbols. So that, if either is to be taught before the other, the principle of the pedagogical formula, "from the simple to the complex," would demand that long division should be taught before short division. But both processes, or rather phases of the same process, should be taught together. At the outset, and until the spirit of the process is clearly understood, only the simplest examples should be presented, and each should be solved, *first by the longer and then by the shorter method*. In this way both will be

readily understood—and the latter recognized as merely an abbreviation of the former.

These first lessons, it is important to add, ought to be "oral" lessons, each example being placed on the board, the class led to analyze it, and the symbols exhibited in their proper places in each case. After sufficient drill of this sort to make the method perfectly clear to the pupils, they may be trusted to attempt the examples given in their books; and a good degree of confidence may be indulged that their work will be intelligently performed. This will be made doubly certain by frequent recurrence to easy examples and the blackboard.

When the subject is presented in this way, the difficulties and perplexities of "long" division vanish; or, rather, they never appear at all.

It may be worth while to add a word respecting the relative importance of "long" and "short" division. "Short" division can be used profitably only in the simplest cases—with children, only when the divisor is less than ten. All other examples must be performed by the longer method. Hence special pains should be taken to make this clear. Great difficulty is almost invariably experienced in bringing children to comprehend this, when they have first been taught "short" division. The method above proposed, of teaching both together, has been tested, and the confidence with which the foregoing statements are made, is a result of the trial.

IV. Classification of Subjects.

It is proposed to illustrate here in detail, what was shown in general in the first of these short papers, that all the processes of arithmetic may (and logically must) be classed under either addition or subtraction.

Every teacher is aware that a fraction is an example of division—hence, indirectly, of subtraction. Doubtless, too, every teacher has observed that the principles* of fractions are essentially the same as those of division. There is one feature of fractions, however, that is entirely overlooked in our text-books. This feature becomes plain through a consideration of the probable course of development of knowledge of numbers. People in the primitive stage of culture are known to have no definite notion of numbers above the number of their fingers; or, at most, fingers and toes. Counting is done by means of the fingers (not by use of words) one finger held up meaning "one," two fingers "two," and so on. Of course, in such a stage, no conception can be had of any process beyond the most elementary additions and subtractions. Afterward when (in a greatly advanced stage) written symbols are adopted, the attention of the more thoughtful must be attracted to the fact that, in adding, many cases occur where the numbers to be added are all the *same number*; from which, little by little, would be developed

*Multiplying the numerator (dividend) multiplies the quotient (fraction) etc.

the thought that the labor in such cases could be greatly reduced by condensing the old process into a new one; by, in short, multiplying instead of adding. No doubt this would occur in the case of very small numbers first; and it would seem very natural that the idea of multiplication, with some sort of multiplication table, should have developed originally in a way not very different from that in which it was proposed in a former paper to secure its development in the minds of pupils in our schools. Similarly it would seem that the idea of fractions (the word itself meaning broken parts or "fragments") must have arisen in some such way by the division of some natural unit with a view to equality of parts—as, for example, an animal taken in the chase. At length, after successive stages of development, and the final adoption of the system of decimal notation,* some discerning intellect must have observed that many fractions occur whose denominator is 10 or some power of 10. Thus, at length, the special functions of such fractions would be discovered, and the present decimal fraction take its rise. Hence, as division is a species of subtraction and fractions a variety of division, so we may conclude that the *decimal fraction* is a sub-variety of fractions in general.

Reduction, it need only be mentioned, is of two classes: ascending and descending. The process of the former is division (subtraction), of the latter, multiplication (addition).

Percentage presents but three terms which are found always to sustain among themselves this relation, viz: two of them (base and rate) are factors of the third (percentage.) There are then three, and only three, possible cases: 1. To find percentage, (product) when base and rate (factors) are given; hence the process is multiplication. 2. To find the base (a factor) when rate (a factor) and percentage (the product) are given. 3. To find the rate (a factor) when base (a factor) and percentage (the product) are given. Manifestly the process of the second case is identical with that of the third, and both fall under the familiar case of division: "A product and one of its (two) factors given, to find the other factor."

An excellent mode of formulating these cases (for which I am indebted to an associate teacher) is as follows: 1. $B \times R = P$; 2. $P \div R = B$; 3. $P \div B = R$; "B," "R," and "P," representing respectively "Base," "Rate," and "Percentage."

Plainly the fourth and fifth cases given in the books are wholly unfounded and quite misleading. All their examples fall properly under the case of finding the base when rate and percentage are given, and should appear there as exceptional, but none the less true, examples of that case.

*Probably few consider the importance of this system as a factor of modern civilization. The genius who discovered the use of the cypher—the only one of the ten digits denied the rank of "significant," and yet perhaps the most significant of all—deserves a better fate than to be lost to history. His discovery was an epoch in the history of the race.

It needs only to mention ratio as a variety of division, to show that proportion, as merely an equation of ratios, is but a slightly more complex variety of division.

Involution is of course a form of multiplication, and evolution a form of division: or, better, a mere comparison of two cases of division.

The following summary may add to the clearness of what has been said concerning classification of topics in arithmetic:

- A. ADDITION.
 A. *Multiplication.*
 a. Reduction descending.
 b. Percentage (case of finding percentage.)
 c. Involution.
 B. SUBTRACTION.
 A. *Division.*
 a. Fractions.
 [a]. Decimal fractions.
 b. Reduction descending.
 c. Percentage (cases of finding [a] base, [b] rate.)
 d. Ratio.
 e. Proportion.
 f. Evolution.

WM. M. BRYANT.

METHODS OF CULTURE.

BY J. BALDWIN.

X. Memory—Educational Mistakes.

EVERYWHERE teachers suffer whims and precedents to determine their methods. Exploded follies are perpetuated from age to age. Monstrous absurdities are practiced, and even extolled. Vicious methods hang as an incubus upon the profession. It will ever be thus till teaching is placed on the solid basis of science. Attention is here called to a few of the mistakes into which teachers, unguided by principles, are liable to fall.

I. *Crowding Memory* is one of the most baleful mistakes of the profession. This is done in three ways:

(1). Courses of study are overcrowded. We try to spread the child over the whole realm of science. A mere smattering, rather than a well defined knowledge of each branch is the result. "Be content to be ignorant of many things, that you may know some things," is one of the best things said by Dickens. Our courses of study need careful revision. Many subjects must be omitted, and the best for all purposes retained.

(2). Pupils are permitted to pursue too many studies at the same time. Five, and even six are not uncommon. More than three studies at a time is a serious mistake. Theory and experience alike demonstrate this fact. A multiplicity of studies violates the plainest laws of memory. I may here caution teachers against the opposite error, "a single study." Schools founded on this idea are based on a false theory, and are condemned by all sound educators.

(3). Memory is crowded with countless details, rendering impossible a firm, clear, comprehensive grasp of the subject. True teaching must supplant this common but inexcusable

error. Pupils must be led by induction and reduction up to definitions, principles and rules; led to master the great central principles of the subject, and to group around these the essentials. Particulars should be used to develop the subject, to illustrate, to apply. Results and processes need to be retained. Details are used as scaffolding, and as such thrown aside. Such teaching gives tenacious memory and the highest culture.

II. *Parrot Teaching* is a most baneful educational mistake, and is alarmingly prevalent in schools of every grade. Bright pupils, who glibly answer all questions in the language of the book, are the pride of superficial teachers and thoughtless parents. It is not strange that such pupils are seldom heard of after they leave school. They are mere human parrots, weighed down by a vicious method that prevents all true development.

True teaching gives independence. Give me the pupil that delves and delves, and who will not rest till he has grasped the meaning, who expresses in his own crude language his own ideas. Such plodders become the men and women who move the world. True teaching trains pupils to such habits of study and recitation. Not mere words, but thoughts are stored. Memory becomes vigorous because rationally used.

III. *"Humdrum and Fuss and Feathers"* are extreme educational mistakes. We want neither too little nor too much drive. Dull, insipid, pointless teaching, is a fearful thing. It is the worst of narcotics. It fosters poor memories and poor lessons. The fuss and feathers teacher goes to the opposite extreme. He makes a show of doing much, but in reality accomplishes little. He hurries and confuses his pupils, and thus renders good results impossible.

Avoid both mistakes. Awaken and sustain an intense interest. Manage to have pupils forget themselves and become absorbed in the subject. Give the pupil time. Train him to systematic and determined effort in remembering and solving. Stimulate him to be plucky and to conquer by an indomitable will. One recitation thus conducted is worth a score of the "humdrum" or of the "fuss and feathers" kind. Such teaching develops power to achieve. It is the kind of teaching demanded by the spirit of the age.

KIRKSVILLE, Mo., 1875.

CALIFORNIA CORRESPONDENCE.

Editors Journal:

I WRITE as I promised. Arrived here in safety on the 27th. Next day called on Dr. Lucky, to whom I presented your letter, a passport he readily recognized. I found him a perfect gentleman, and through him obtained a situation in a very pleasant school a short distance east of this city.

To say that I am pleased with the country is to speak coldly. In fact, I

am in love with it. The climate is most delightful, and I have been so well treated by all I have met, that I am determined to make my home here.

Our Institute was held this week. There were 75 teachers in attendance out of a total of 80 in the county, and a more intelligent body I never met. The proceedings were interesting and profitable, most of the members taking an active part. We had no outside help, needed none. Dr. Lucky is a host in himself, and no Institute could be a failure that had the advantage of his cultivated intellect, and large experience. Hon. Geo. H. Peck, County Superintendent, presided, with Dr. Lucky, Prof. Saxon, and Prof. J. M. Guinn, for vice-presidents. I send you the "Daily Star" containing a full report of the proceedings.

Los Angeles county has a better corps of teachers than any other county it has been my fortune to visit. Two reasons for this: In the first place, they pay liberal salaries, the average for the county being over \$80 in gold per month, no district having, by law, less than eight months school; and in the second place, the examinations are more rigid and thorough than in any other State in the Union. A single glance at the Institute would show this.

Among the teachers of country schools in this county are graduates of some of the best European and American universities, gentlemen who have acted as college professors, principals of high schools, and city and county superintendents, while a large percentage are Normal graduates. Consequently, there is among them a high professional spirit.

The country is rapidly filling up, the number of census children having increased in some districts as much as fifty per cent in the last year.

Though there are many here who desire to teach, and more coming, yet I have no doubt there will be room next year for a few more first-class teachers—none other are needed. Normal graduates seem to be preferred, when they have experience.

This valley promises to become at no distant day the garden of America if not of the world. Flowers bloom in the open air all the year round, winter being almost unknown here. Yours, most sincerely,

JOHN J. BODKIN,

POMONA P. O., Los Angeles county, Cal.

HOW TO DO IT.

MY DEAR SIR:—You are in the minority. The tax payers always are in the minority in most parts of the Union, perhaps in all. The chief disadvantage of being in the minority is, that you can not have your own way, nor pass your own laws, nor spend your own money in taxes as you please. No, you and all the minority of the voters have to pay such taxes as the majority sees fit to levy and collect.

Your minority can be changed to a majority by adding a number of voters to your side. When you and

the other tax payers are the majority, then you can pass laws, and regulate taxes and disbursements as you please.

Now, Mr. Tax-payer, all that you require is the formation of such habits of industry in earning money, and economy in saving it, and judgment in using it, as to increase the number of property holders until the tax-payers outnumber the other voters. It would be a grand thing to accomplish, for it would have a two-fold power; first, greatly enlarging the number of burden-bearers on whom it comes to support the expenses of government, and, secondly, just as greatly reducing the number of paupers, dependents, shiftless and wretched, who are now so plentiful in the large towns, and swarm in the larger cities. Train the young, if the old are past training.

The wildest agrarian, of the Communist school or stripe, could not desire a better teaching than this educational process would compel in twenty years, for it gives the young as nearly a fair and equal start to run the race of human enterprise as can be given, and so far it counterpoises the difference of talents, the inequality of means, the energy of disposition, as to equalize the children of rich and poor in a very just and fair way, without envy or tyranny.

My friend, Mr. T. P., you had better put this through as fast and as well as you can, for every reason.

Voters who pay no taxes do not care how heavy the taxes are, nor how ill or well expended, nor how economically or lavishly collected or squandered. None but stockholders can vote in bank, or insurance company, or any incorporate institution. It is a queer fix, now, that voters who have no money, should have the power to dictate taxes and outlays to property owners, who pay it all. No Methodist or Presbyterian is such a fool as to walk into a meeting of Episcopalians, and vote for them how their affairs should be conducted. Nor if he or a thousand like him, were to vote so, would the Episcopalians sink down as an obedient minority, and do as outsiders voted. No, nothing like it. Nor would any such class of men.

When the majority possesses property, education, virtue, religion, then the taxes will be easier to raise, for so many more will help pay them, and lighter, for the costs of sheriffs, constables, judges, courts, prisons, jails, will fall off, in proportion as homes are more attractive than rum holes; good books than evening brawls; six days work in a week to unbounded loafism; and millions of money are to be profitably invested in farm, and shop, and house and tools, that now goes to waste at bars, and horse races, and gambling hells. Mr. Tax-payer, do you think so?

T. B. R.

DALLAS, Texas, Dec., 1875.

ALL matter for this journal must be in our hands by the 15th of the month previous to publication.



J. B. MERWIN EDITOR.

ST. LOUIS, JANUARY, 1876.

TERMS:

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Eight editions are now published each month.

Advertisements go into ALL the editions.

POSTAGE PREPAID,

Please remember that in addition to all subscription moneys, 10 cents must be sent to prepay the postage of this paper for the year. This is in accordance with the United States law, which makes all postage payable in advance at the *mailing* postoffice, instead of at the *receiving* postoffice of the subscriber's residence.

WHOSE IS THE FAULT?

WE find in one of our New York exchanges an anecdote which can serve us for a text, and we quote it accordingly: "Some months ago a private coachman was quietly trotting his pair of horses over one of the drives in Central Park, when he was suddenly ordered by the lady inside, to drive up on the turf at the side. Without one word or one moment's hesitation, he turned the iron shod feet of the horses and the iron tires of his wheels directly on to the smooth cut lawn, and just as the hind wheels cleared the gravel there came rushing by a runaway pair of horses, broken carriage and harness swinging at their heels. His unquestioning obedience to orders had saved one if not two lives."

It was an extreme case, but it has many times since occurred to our mind in watching servants, clerks, the employee of any class, and last, the children in our school rooms and in our homes.

The habit of exact obedience seems to be dying out, if indeed, it ever existed. A little less or a little different, a little more to the one side or to the other—the performance does not match the command or the direction. Indeed, there are very few, either of children or servants, who really believe that any one means precisely what he says, neither more or less.

Looking now for the cause of this divergence from the straight line of obedience, we are met by the reflection, that in order that the above related incident might occur, there must have existed certain conditions in the lady who gave the command. It is evident that she must have been a person who had habitually good reason for her conduct, that she saw clearly what ends she wanted to attain and the means for attaining them, that she was accustomed to say exactly what she meant, and that this was her character as understood by her coachman. Therefore he had no hesitation, though he could see no reason for the command, though it was

one calculated in every way to outrage the sense of propriety which characterizes a New York coachman. He did exactly as he was bid, and instantly. And so, lately, instead of watching the servants and the children, to complain of their careless following of directions, we have turned our observation in the other direction, and have been astonished to discover how few parents, masters or mistresses, or teachers, are in the habit of giving to their subordinates exact direction; that is, directions which cannot be misunderstood. That this is not easy to do, every one who has at all observed the legal formulae necessary for State documents, or even for conveyances of property, will admit. And even with all the safeguards that can be constructed out of words, it seems as if there were no law out of which some acute lawyer cannot find a loop hole of escape. Language itself is an imperfect instrument for thought, but in the hands of one who uses it unskillfully, it is like a blacksmith's sledge hammer used upon a watch.

We have come to the conclusion that the failure in obedience, of which we hear so much complaint nowadays, has its source, no more in the want of training in those who receive the orders, than in the want of training, first in exact thought, second in exact use of language, in those who give the orders. Therefore, it would seem to be the clear duty of teachers especially, because they have to direct the growing part of the people, whose habits are forming day by day, to cultivate in themselves exact thinking and an exact use of language.

As means to the first some hard study is necessary; as means to the second, a careful study of our own language by means of study of foreign languages.

Fortunately, however, for the teacher, whose time is limited, the very study of languages which we have recommended for the second object, is, if we consider the ancient languages, the best fitted to accomplish the first object. Our lesson points, therefore, as is at once seen, to the necessity of more study of language in its many forms by all those who, being teachers, are responsible for the habits of the school children.

"FALSE IDEAS."

PROF. FRANKLIN B. HOUGH
In a paper read before the American Association for the advancement of science, at Detroit, says:

"We have had of late years much rivalry among college men, in endeavoring to out-do one another in the development of *muscle*, but hitherto nothing to prove their relative superiority in the noble achievements of the *mind*. We cheerfully concede every argument that favors the development of sound health in the student, and should encourage this by judicious physical training, as the best guarantee of a long and useful

life. But the competition that brings this training conspicuously forward, giving to our sporting gentry an opportunity for the widest ventures in betting, and to whole communities an occasion of phrenzied excitement, tends to degrade rather than to elevate the standard of education, by inspiring the young aspirant to college fame with false ideas as to the highest aims and noblest honors of a college course."

TO MR. TAX PAYER.

HOW TO CUT DOWN TAXES.

DEAR SIR—You are sincerely to be pitied because the school tax is so great, and to be highly honored for your public spirit in paying it with so little grumbling.

You may think me a wretched comforter, like the friends of Job, but the truth is that your school tax, while it ought not, need not be absolutely large, yet ought to be comparatively larger than it is.

Now, if the other taxes can be reduced, let them go down, and very low down.

But, if the roads, the bridges, the estrays, the criminals, the lawsuits of property, and all other items of taxation, must be paid, and can not be cut down, did it ever occur to you that the way to cut them down handsomely in ten years, is to educate the children better and to keep them out of poor-house, out of jail, out of State prison. Let few or none of the young grow up into paupers or criminals. The adults may be past help, past reform, and may need to die—as they have lived—a burden and public tax for you, the tax-payer, to feed and clothe and house during their life. If a few of them could possibly be saved, the most of them are hopeless cases, and, socially, are lost. But, the cry must be, "Save the children! Save the children!!" This can be done in most cases.

Mr. Tax-payer, you know when your money is utterly spent and wasted, never to return, like foam on the waves, like spilled milk on a sand bank. You know, also, when your money is well laid out or invested at interest, in safe ways, with large and regular and increasing dividends.

When you save a child from ignorance and brutality; when you scatter the darkness of the mind by the light of knowledge; when you lift up a youth from the swamps of utter illiteracy to the highlands of cultivation and refinement; when you take the child that might become a plague and a burden, and make of it no mere criminal but a useful citizen, no mere dead weight and heavy drag on all honorable workers, but a source of income and a means of profit perpetually, as well as a champion of all right arts and virtues, then you are investing your money at the largest rate of interest. You make better workmen in the factories and shops, better farmers in the fields, better merchants and mechanics and associates, co-operating in all the circles of

business. You make men happier as you enlarge the horizon of their daily thoughts during the hours of work, and of leisure; happier as you make their earnings at once larger and surer, with the power to use them conscientiously with good taste and with better effect than the unlettered ever can effect or even desire. That is your work as a tax-payer, and work that pays. It pays you; it pays your children; it pays your children's children, for it protects their property; it improves society; it decreases crimes; it increases the virtues of citizens, and their spirit of brotherhood. Pay this tax then, willingly, for it will lower at last all the other taxes by many per cent.

EXECUTIVE ABILITY.

THERE is no place on earth where a higher order of executive ability is demanded than in the school room. The art of turning off business promptly and accurately should be taught in Normal Schools, and cultivated in all places. We have seen multitudes of schools where more time was wasted than employed by teachers. In fact, judging by their actions, their chief business seemed to be to try *how not to do it*. The intervals between the questions or directions at the recitation; the Quaker meetings that supplemented the different exercises; the slow and easy style of every movement—all seemed to invite to dullness and indifference. It requires more wisdom and skill to properly conduct a good school than to govern a State. We want more heart, more brains, more skill, and more executive ability in our schools than anywhere else, because it is here that our children and youth are to be prepared for every other station in life. The school room is no place for drones. Cultivate executive ability. Thoroughly prepare yourself for your work, and then turn it off as though you loved it and believed in it. When your soul is not in your business, there is nothing in it to make it valuable.

CHARACTER.

A school whose supreme aim is not the development of character, is the play of Hamlet less the part of Hamlet. A knowledge of text books is but a small beginning of a true education. A mastery of the three Rs, or indeed of the whole Alexandrian library, will not necessarily make a good man, a kind neighbor, a worthy citizen. Thousands know and yet fail to do their duty. That knowing which is not supplemented by well doing, is a curse rather than a blessing. The school should therefore seek to multiply occasions for the practice of good actions from right motives. It should strive to habituate its pupils to act well their parts. This is merely giving to the truth its legitimate expression. It is carrying knowledge to the point of practical application. It is living the truth as well as learning it. To teach without

enforcing in the conduct of your pupils that which is right, is to teach incipient hypocrisy if not incipient crime. A truly good school will be a moral as well as an intellectual workshop. Teachers, think of these things.

BUILDING SCHOOL HOUSES.

MR. W. H. KAIN, County Superintendent of York county, Pennsylvania, in a late number of the "Pennsylvania School Journal" gives some good advice to School Directors in respect to building school houses, which the editor says is as good for other counties as for York. We think our readers will agree with him. He says:

"The first duty is to select a suitable and convenient site. In this selection directors should be guided more by good judgment, than by the wishes of some 'influential' person or persons of the district. Some houses are located on much-traveled roads, where the schools are constantly annoyed by noise; others find places in swamps, where the pupils are apt to contract lingering and often fatal diseases. I need not add words to prove such to be improper sites.

"Many school houses are built with insufficient yards or play grounds. The State Superintendent advises that half an acre, at the very least should be secured to give room for play grounds, outhouses, &c., for every school in the country.

"After the selection of a proper site, comes the erection of a building. The law says this shall be 'suitable' which implies that it shall be of sufficient size, well adapted for its purpose, and substantially constructed for the least amount of money. Money will be saved and good work secured by having an architect draw the plans and specifications and then have the contractor fill them to the letter. A suitable school building often does not cost as much as an unsuitable one, if the building of it is properly managed. One great difficulty is that many persons are called upon to discharge the important duty of building, who never have had an opportunity of learning the real wants of a modern school room. Some rooms are sufficiently large, but are entirely spoiled by an improper distribution of space. A room intended for fifty pupils, should be from twenty-six to thirty feet wide, and from thirty-two to thirty-six feet long. If a clothes-room is to be included, it must be several feet longer. These ante-rooms are very convenient if properly constructed.

BLACKBOARDS.

Mr. Kain says: I desire to call particular attention to the arrangement of the blackboard. There are not ten schools in the county which have this indispensable piece of furniture at the proper place. Almost invariably it is placed too high. Its height from the floor or platform should, in no ungraded school, exceed thirty inches, and it should not be less than a yard wide. Directors, whatever else you may neglect, do not neglect to provide

a good black-board for every school-house!

The ceiling should in all cases be twelve or fourteen feet from the floor and should be arched if possible. See to it, that good ventilation is secured.

After the erection of the house comes THE FURNITURE.

This should command great care, as comfort is essential to progress in the school room. School desks of different sizes are as necessary as shoes and hats of different sizes, to suit the children of a rural school. Experience assures me that directors can do no better than introduce some make of the "Patent furniture." A number of attempts have been made to construct home-made furniture answering the same ends, but none have been very successful. The cost of this furniture is but little more than the cost of good home-made, while it is more durable and much more convenient. Another important consideration is that this improved furniture occupies less space than the old.

OF THE GREATEST IMPORTANCE.

THE President of the United States says, in view of the facts, and dangers of illiteracy, as developed by the report of Gen. Eaton, Commissioner of Education, that "we should look to the dangers that threaten and remedy them so far as lies in our power. We are of a republic where of one man is as good as another before the law. Under such a form of government it is of the greatest importance that all should be possessed of education and intelligence enough to cast a vote with a right understanding of its meaning. A large association of ignorant men cannot for any considerable period oppose a successful resistance to an oppressive tyranny from the educated few, and inevitably sink in acquiescence to the will of intelligence, whether directed by the demagogue or by priestcraft; hence education of all becomes of the first necessity for the preservation of our institutions. They are worth preserving because they have secured the greatest good to the greatest proportion of our population, of any form of government yet devised. All other forms of government approach it just in proportion to the general diffusion of education and independence of thought and action. This primary step, therefore, to our advancement in all that has marked our progress in the past century, I suggest for your earnest consideration, and most earnestly recommend that a constitutional amendment be submitted to the legislatures of the various States for ratification, making it the duty of each of the several States to establish and forever maintain free public schools adequate to the education of all children in the rudimentary branches within their respective limits, irrespective of sex, color, birth-place or religion, and forbidding the teaching in said schools of religious, atheistic or pagan text, and prohibiting the granting of any school

funds or school taxes, or any part thereof either by legislative or municipal bodies for the benefit of any other object of any nature or kind whatever."

MAP DRAWING.

ONE of the papers recently read before the State Teachers' Association of Pennsylvania contains the following on the subject of drawing: "Drawing will save all the time it demands for itself by enabling children to master other studies with greater ease. It appeals strongly to the perceptive faculty, hence a child that is taught to see well will learn to read much more readily than one that is not. Spelling depends largely upon the ability to recall words, and as drawing trains the form-memory it assists children to recall words to the eye. Writing requires an educated eye and a trained hand, which is supplied in the discipline which drawing affords. In mathematics neatness and precision of work is the natural resultant of drill in drawing. In geography the contour of continents, the location and direction of mountains and rivers, the location of cities, towns and lakes can be fixed in the mind of the child not only in much less time but more permanently. In the physical sciences and in natural history it is a valuable auxiliary to effective teaching, as well as an economizer of time. Thus it is seen that drawing, by the healthful influence which it exerts upon other studies, will make room for itself in any curriculum of school study."

A PERTINENT QUESTION.

HAVE the people any rights that boards of education and school directors are bound to respect? It is a fact well understood, that one of the most serious evils in the operation of our public school system, is the frequent changes of teachers. The evil is by no means confined to the country schools, where change is the rule and permanency the rare exception. Our cities and larger towns, where every school might and should be a model, are afflicted with this disease of circumlocution. The difficulty, bad enough *per se*, is rendered far more aggravating in many cases, when its causes come to be understood. It is pitiable to see how far the average school board will allow its prejudices, or the private piques of its members to interfere with the best interests of the schools and the public in the matter of the re-employment of teachers and superintendents. The fact that hundreds of competent and faithful public servants are thus displaced every year, for the most trivial causes, and from the most inexcusable motives, goes far to explain the comparative inefficiency of our schools. Permanency is one of the indispensable conditions of success in the working of our school system. This can never be secured so long as the public acts of school boards are determined by frivolous

and unfounded prejudices or private motives.

No teacher or superintendent who is competent and faithful, and whose character is unexceptionable, should ever be removed from or allowed to leave a position, except for good cause. It is a crime against society thus to sap its very foundations. School officers should be held to a strict accountability for their acts in this regard. It has been proposed that they be made liable to punishment for such misconduct in office. The suggestion is worthy of serious consideration.

The practice of annually electing teachers and the professors of some of our higher institutions, gives occasion for this official *malfeasance*, and the first step toward reform in this direction, would be to make all such appointments hold during good behavior.

MORE CULTURE DEMANDED.

THE number of teachers required to carry forward the work of education in this country is not far from two hundred and fifty thousand. The success of our schools pre-eminently depends upon the culture, ability, and skill of this immense army of instructors.

Are our schools as a whole only moderately successful, or are they a failure?

Then it is because as a whole these teachers are but moderately fitted for their mighty task, or are altogether incompetent. As is the teacher so is the school. The stream cannot rise higher than its source. The blind cannot lead the blind. Ignorance and incapacity cannot lead the ignorant into the paths of knowledge. "A good school master," says Guizot, "must know much more than he is called upon to teach, in order that he may teach with intelligence and taste." A man or a woman that has but a limited acquaintance with school studies and school duties, cannot lead the young even up to the standard of his or her own meagre attainments, for a good teacher must know more than he would attempt to teach his pupils. This is a seed truth. It should be the prime article in the creed alike of the teachers and the people.

Before the schools of this country can make any near approach to the standard of its actual necessities, its teachers as a class must be raised to a plane of intellectual, moral and professional capacity and skill yet attained by but few. The truth is, that to properly educate this nation, we must be a nation of educators. The art of teaching must become universal.

If the two hundred and fifty thousand persons that now assume the functions of teachers were all fitted for their duties, if they were, as they should be, men and women of culture, refinement and professional skill they would possess a power for good that would be simply irresistible.

The six and a half millions of illit-

erates that are now the curse and the shame of our country, would be impotent for evil in the presence of such a mighty host, clothed in the habiliments of moral and intellectual power.

THE TEACHER QUESTION

Is thus the corner stone, the foundation, and almost the superstructure of the educational edifice. Hence the work of advancing education must be begun, continued, and, we had almost said ended, in efforts to produce a constant supply of able teachers, worthy of their high vocation. This is why we constantly urge our teachers to awake to their great opportunities, and high duties. Avail yourselves of every means of personal and professional improvement. Remember that when you cease to study and prepare for your work, you will cease to be useful, and something more fearful than the blood of the innocents will be upon you.

INTERESTING FACTS.

WE are indebted to General John Eaton, Commissioner of Education, for the following *resume*, to which we invite careful attention.

The cost per pupil, increase of revenue, school population, wages, classification, grading, &c., &c., all of which will be valuable as matters of reference, in posting up our school officers and the people on the progress of education.

Massachusetts heads the list with an expenditure per capita of school enumeration of \$14 70; of pupils enrolled in public schools of \$14 48. The remaining States report the following:

	Per capita of enumeration.	Per capita of enrollment
Ohio.....	\$11 40	\$8 57
Louisiana.....	11 00
Nebraska.....	10 72	18 50
Rhode Island.....	10 50	11 55
Connecticut.....	9 47	10 83
Vermont.....	7 04	8 89
New York.....	6 94	10 61
Iowa.....	6 08	9 29
Michigan.....	5 85	7 80
New Jersey.....	5 82	9 30
Indiana.....	5 70	9 02
Illinois.....	5 60	7 22
Maine.....	4 94	8 72
Maryland.....	4 51	9 17
Wisconsin.....	4 16	6 80
West Virginia.....	4 14
Minnesota.....	4 06	6 63
Missouri.....	3 00	5 70
Mississippi.....	2 89	4 54
Tennessee.....	2 09	3 40
Virginia.....	2 02	5 08
South Carolina.....	1 95	4 28
Alabama.....	87½
Georgia.....	68	1 95
New Hampshire.....	7 05
Florida.....	6 59
District of Columbia.....	10 70	18 98
Montana.....	7 90	15 68
Colorado.....	7 28	13 84
Arizona.....	4 41	33 28
Utah.....	2 73	5 09
Cherokee Nation.....	7 40	15 25

Illinois reports an increase of \$191, 556 in her permanent school fund, but shows the effect of the financial troubles of the year in a decrease of \$1,365, 850.80 in receipts for public schools and of \$1,393,759.80 in expenditures. Still, \$1,009,960 were expended on school sites and buildings, and there was an increase in enrollment of 17, 446, in average attendance of 31,540, and in the number of teachers of 354.

The whole number of public schools was 11,649, with an average daily attendance of 383,334; the number of pay schools, 541, with an enrollment of 51,022. In the 2d. State normal schools and others there were 1,800 normal pupils, and 11,386 in schools for secondary training, exclusive of high schools, in which there were probably as many more. In colleges there were 2,835 students; in schools of science, 486; in school of law, theology, and medicine, 985.

California with a population spread over a vast territory, but with several well-grown cities, reports 117,870 enrolled in schools out of 159, 427 of school age. The increase of enrollment over 1873 was 20,189, about keeping pace with the growth of population. There was a decrease of \$73,734.94 in the receipts for public schools and of \$34,932.09 in expenditures. The State Normal School reported 234 pupils; secondary schools, 2,077; the university and colleges, 682 preparatory and 752 collegiate, besides 131 in the agricultural department of the university and 114 professional students.

AN INCREASE.

Missouri shows an increase of 2, 537 in school population, of \$72,198.41 in receipts for school purposes, and of \$714,548.83 in permanent county school funds. But in other particulars there appears no change, except in St. Louis, where the advance is continuous and great. The normal schools (State, city, collegiate, and independent) had 1,887 pupils; the secondary schools, including business colleges, 9,765; the university and colleges, 1,258 collegiate and 145 scientific students; professional schools, 844; 2 special schools, 546.

Kansas reports a decrease of \$18, 440.28 in receipts for public schools, but an increase of \$7,282.19 in expenditure, of \$79,744.42 in permanent school fund, of 410 in the number of school-houses, and of 1,020 in the number of teachers. In 4 normal schools, 1 of them for the colored race, there were 574 pupils; in secondary schools, 2,215; in collegiate classes, 415; in the institution for the blind, 40.

Texas with a rapidly increasing population, shows great inadequacy of educational provisions. An indebtedness of nearly half a million to the teachers is reported; there was also difficulty in obtaining school-houses, the law not authorizing the payment of rent and not providing funds enough to build. The establishment of 3 normal schools is recommended, there being none at present. In 11 academies and seminaries, 2 business colleges, and 8 preparatory schools of colleges, 2,265 pupils were reported; in 8 colleges, 701 students; in 8 schools for superior instruction of females, 245 in studies equivalent to collegiate; and in 2 professional schools, 25 students of theology and medicine.

In Arkansas, the public schools were prostrate for the year, awaiting action of the legislature for their revival. But in the normal department of the State Industrial University, 53

students were preparing to be teachers; in 3 schools for secondary training there were 258 students; in the preparatory department of the university and colleges, 248; in collegiate classes, 119.

Tennessee reports a receipt of \$998, 459.10 for public schools, more than half the school population enrolled in them, and more than one-third in average daily attendance; the number of teachers, 5,551, and their average salary, \$33 per month. The city school systems appear to be working well, through extra aid received from the Peabody fund. Through the same means 10 teachers' institutes were held during the year, doing much towards training good school-teachers, there being yet no normal school under State direction. In 3 city high schools there were about 500 pupils; in 46 private schools, 4,866; in 4 business colleges, 554; in preparatory schools of colleges, 1,920; in 15 colleges, 699; and in 6 professional schools, 471.

CLASSIFICATION AND GRADING.

The Commissioner alludes to the discussion among leading educators of the country concerning the theory of classification and grading advocated by Superintendent Harris, of St. Louis, and practically instituted by him in the public school of that city. This system "discards one general epoch of transfer and reclassification at the close of the year, and adopts instead four or more partial transfers, so arranged as to accommodate a twofold demand: first, that the ablest pupils shall not be kept back; secondly, that the ablest and highest paid teachers shall at all times have their full quota of pupils."

A number of city superintendents have taken part in the discussion of Mr. Harris's theory, some of them assuming an attitude decidedly hostile to the plan of frequent reclassification. Prominent among these are the superintendents of Columbus, Ohio; of Springfield, Mass.; and of New Bedford, Mass. Hon. E. E. White, of Ohio, in a paper read before the National Educational Association, August 4, 1874, made a strong defence of the position assumed by Mr. Harris. Extracts from this paper are given in the Report.

NORMAL SCHOOLS.

Statistics are given of 124 normal schools, having 966 instructors and 24,405 students. Of these schools, 73 are supported by State appropriations. The largest appropriation for any one normal school for the year was for the Normal University of the State of Illinois; \$28,987. Next to this is the appropriation for the State Normal School of New Jersey: \$20, 000. Each of the 6 State normal schools of New York received \$18,000 and the Michigan State Normal School \$17,500. The other appropriations range from \$1,000 to \$15,000. Pennsylvania claims the largest number of normal schools, reporting 11; Ohio 10; New York 9; and Illinois and Missouri, 8 each.

KINDERGARTEN.

Information is given in a table of 55

of these schools, having 125 teachers and 1,636 pupils. Of the whole number of these gardens reported, Massachusetts claims 14 (6 of which are in Boston) and New York 10.

"THE FRONT RANK."

THE "Little Rock Gazette" says in regard to the appropriation of \$15,780 for the State University at Fayetteville: "Of the wisdom of this act there can be no doubt. If Arkansas is to succeed (and there can be no doubt about it) she must put herself in the fore front in the matter of higher education. We can not longer afford to send our young men and young women abroad when by a slight expenditure annually we can have the means of a most liberal culture at home. The State University was never in a more prosperous condition. The building, one of the most splendid structures in the whole country, is now thronged by youth from every quarter of the State. The faculty is composed of men and women of ability and experience. The board of trustees are citizens of the State, in whom all have confidence. The board of visitors, appointed by Gov. Garland, are men noted for their intelligence and great interest in education. The appropriation alluded to was made on the recommendation of the Governor, the board of trustees, and the board of visitors. We cannot doubt that the house will pass the bill and thus signalize their devotion to the cause of higher education in Arkansas."

This is well said, but there is no permanent prosperity for a State University in Arkansas or any other State, only as it is demanded by and recruited from the ranks of the public schools. If the public schools are liberally sustained, scores and hundreds of youth of both sexes will not stop short of the superior advantages afforded by the State University.

FREEDMEN'S SCHOOL.

ARRANGEMENTS have been made for opening in Jonesboro a school for the colored children. The Holston Male Institute has been purchased for that purpose. The Society of Friends of Philadelphia furnish most of the money to pay for the property. There are two objects in view, first: a school to supply the local wants, and second: a Normal school for the training of teachers for the colored people of this and the adjoining counties.

The colored school has been taught in a church about which two denominations have some contention. The result is that the house will never be repaired. It is not fit to teach in now. Any school would become demoralized in such a house. The colored people have no teachers. Neither have they a respectable school house in the county. The same may be said of the adjoining counties. Under the present school law there is no relief for these people. They must grope their way in ignorance as heretofore unless something be done.

The school proposed will both supply a local and a general want. Teachers we must have. It is hardly possible under the circumstances to procure them abroad. Then we must make them at home. The colored schools taught by teachers, such as the freedmen have, are infinitely worse than none. I have visited schools in which the worst possible methods of teaching were practiced. The teachers themselves, though honest and conscientious, knew nothing about the rudiments of our education, nothing about teaching, nothing about school government.

Such schools are found not only in Tennessee, but in all the Southern States where the colored people select their own teachers. Mr. Yardley Warner a member of the Society of Friends who has traveled extensively in East Tenn. appreciates the situation and comes to our relief in this our time of need. A first class colored school will be established. It is intended to make it a model school. Mr. Warner proposes to be on the ground himself.

H. PRESNELL.

JONESBORO, Tenn. Nov. 24th.

WILL YOU DO IT?

PARENTS, do you visit the school?

If not, who will do it: And if no one calls in during the term, how will you know whether your children do well or ill?

How will you know whether you have a good, bad, or indifferent teacher?

If you have a number of calves, sheep, or hogs, not a day passes but you will see after their welfare. If the stall or pen has a board knocked off, admitting the storm, you nail it on, or get the name of a shiftless farmer.

You have several children with capacities incomparably greater than those of the domestic animals, for they have moral and intellectual natures. They are bone of your bone, flesh of your flesh, the very *fac similes* of yourselves.

For these and many other reasons, you owe them infinitely more care and attention than are due to the sheep and swine.

Yet, you send them to school for six hours each day, where their habits and character are being formed, and your teacher tells me that you have not been inside the school-room door during the term.

How do you know what kind of associates your child is having?

How do you know whether he is attending to his studies?

How do you know how he compares with other children?

You cannot expect the teacher to report every item concerning each individual in a public school where there are so many.

How do you know but your boy or girl is in an uncomfortable part of the school-room, near some opening in the floor or ceiling where the wind blows in, or where there is a bad draft, or sitting on a straight-back

old fashioned seat, that seems made for punishment, like the ancient stocks or pilory, and where your child will get curvature of the spine?

How do you know but the school-room is so close and ill-ventilated that the pupils will become diseased for life?

It would seem as if some of these items should be looked after by the parents of our children now and then.

Is a man or woman fit to be a parent who habitually ignores their children?

As often before, the writer has just returned from visiting a school. I have no children to send, and do not reside in that district. Yet the teacher told me I was the first person who had called at the school during the term, though nearly through.

I found a very poor school, as might have been expected. The teacher did not know how to proceed; much less the pupils. The recitations were failures. Whether altogether owing to the eventful presence of a visitor, I do not know. But it is certain that frequent calls at the school by those who ought to be interested in it, will do very much toward the encouragement, progress, and confidence of the pupils, and also help the teacher in many ways, stimulating to better work and a higher standard through the whole school.

Parents, do you visit your school?
E. N. A.

ST. CHARLES, ILL.

ON THE RIGHT BASIS.

COLMAN'S RURAL WORLD, of a late date, says: "The object of the Grange is the improvement of the general condition of the farmer, by giving more attention to *public schools*, public libraries, public meetings, public laws, and public men—watching carefully their course, to ascertain if they are true to the best interests of the people."

Our public schools are the basis of intelligence, and pay a larger per cent. on their cost to the farmer than any other investment he can make.

GETTING A LIVING.

SCRIBNER'S MONTHLY is doing an essential service by its plain practical kindly suggestions to the people of the country. We call the attention of pupils, teachers and parents to the following:

If the American farmer wishes to keep his children near him, he must learn the difference between a living and getting a living; and we mistake him and his grade of culture altogether if he does not stop over this statement and wonder at it.

To get a living, to make money, to become "forehanded"—this is the whole of life to agricultural multitudes, discouraging in their numbers to contemplate. To them there is no difference between living and getting a living. Their whole life consists in getting a living; and when their families come back to them from their schooling, and find that, really, this is

the only pursuit that has any recognition under the parental roof, they must go away. The boys push to the centres of the cities, and the girls follow if they can. A young man or a young woman, raised to the point where they apprehend the difference between living and getting a living, can never be satisfied with the latter alone. Either farmers' children must be kept ignorant or provisions must be made for their social wants. Brains and heart need food and clothing as well as bodies; and those who have learned to recognize brains and hearts as the best and most important part of their personal possessions, will go where they can find the ministry they need.

WASHINGTON UNIVERSITY.

BESIDES the course of public lectures which have been arranged for the present scholastic year, and which have thus far been well attended, and of high merit, courses of "Class Room" or "Instruction" lectures upon various subjects, are to be given in the class rooms and laboratories of the University. The object of such lectures will be to give to those not connected with the institution, more careful and detailed instruction in the various branches treated, than can be imparted in a popular lecture course, in fact to give an opportunity to all to make a systematic study of the subjects treated, very much like that offered to the higher classes of the College and the Polytechnic School. We have received a circular containing the announcement of the first of these courses, one of ten lectures on French Literature, which will be given by Marshall S. Snow, Professor of History, on Monday evening, commencing January 3d. A carefully prepared synopsis is given—which by the way adds much to the value of the circular as a means of information. From this we learn that the first and second lectures will be upon the literature of the middle ages—the third upon the writers of the fifteenth and sixteenth centuries—the fourth, fifth and sixth, upon the leading literary features of the seventeenth and eighteenth centuries, and the seventh upon the literature of the Consulate, the Empire and the Restoration. The eighth will treat of Lyric poets and poetry, the ninth of the Drama in France, and the tenth of memoirs and epistolary writings, in both of which French literature is so rich. These lectures, therefore, will show the growth and development of French literature from the earliest periods to the present time, and we hope they may be followed at some subsequent period by courses upon the various periods which will now be treated in a general or outline manner. They are to be given upon the Smith Foundation, but to defray the necessary incidental expenses, a fee of \$2 for the course is charged. Such lectures, in addition to the popular *general course*, are just what we need, and afford to teachers especially an excellent opportunity for inform-

ation and culture. Success to all such endeavors to instruct the people, say we. Tickets and circulars can be procured upon application by letter or in person to Prof. Snow, at the University.

OUR ADVICE.

OUR earnest advice to teachers is, *Do not neglect your professional culture.* Read, reflect, write, and talk about teaching. Begin to invest in works on teaching and thus lay the foundation of a teacher's library. Take some *Educational Journal*, and keep thoroughly posted in the educational news of the State. Mark down every new idea you read or hear on the subject of teaching. Prepare written articles on the various subjects connected with education. You may not publish them or deliver them in lectures, but you will derive great benefit from the preparation of them. Some one of our American mathematicians said "the best way to master astronomy is to write a text-book on it," and he is right. Each teacher should write a treatise on teaching, not with the intention of publication, but for his own professional growth and development. The attempt to give definite expressions to your ideas has a wonderful influence in systematizing them and giving them clearness. As you value your success in the avocation you have chosen, do not neglect your professional culture.—*Normal Monthly.*

POPULAR EDUCATION.—The following from a recent editorial in the "St. Louis Republican," deserves a place by the side of the educational part of the President's message:

"To insure the perpetuity of our system of popular education, it must be kept entirely free from ecclesiastical interference, and theological bias of every kind. Neither Protestants, Catholics, Jews nor Infidels, should be permitted to inject their peculiar ideas into an institution designed for the general good of all. The public schools are for the public exclusively, and not for any particular sect. And no Protestant can consistently resist the attempts of other sects to meddle with the school question until he is willing to oppose the encroachments of those of his own persuasion. Complete secularization is the only guaranty of the existence of the public schools; *without public schools there can be no popular education, and without popular education there cannot be a republic.*

MR. J. A. LIVINGSTON, the efficient Commissioner of Newton county, is vigorously at work establishing district teachers' institutes. He has organized one in Seneca, Thurman, and Neosho. No teacher worthy of the name can afford to miss these gatherings, or refuse to aid in making them profitable. All should contribute toward this. The people have a right to demand that teachers shall avail themselves of all opportunities for their improvement, and then improve. M.

BOOK NOTICES.

REPRESENTATIVE NAMES IN THE HISTORY OF ENGLISH LITERATURE. By H. H. Morgan. Boston: Ginn Brothers, 1875. For sale by Book and News Co.

The author dedicates this work "to those who feel the necessity for a wider diffusion of the results attained by students, and seeking the approval of those who by their acquaintance with literature are rendered competent to express a rational opinion." He undertakes to bring together in a very convenient and accessible form the net results of a great deal of reading and research among the sources of literary criticism. He has found it necessary, in the course of his long experience in teaching English literature in the St. Louis High School, to strive as directly as possible to concentrate the attention of his pupils upon the salient points of the authors under consideration. For this purpose he has laboriously culled the short, pithy critical dicta from the authorities in literary criticism, and presented them in this work opposite the alphabetical list of most distinguished names in the history of English Literature. He has added in another column the names of the most characteristic and well-known works of each author respectively, and in most instances has told the reader whatever gives special significance to the writer's name in the history of literature. He has added also a column stating the literary forms which the authors used. Here is a specimen of the work, taken from the list of 72 representative names: "George Herbert: [born] 1593, [died] 1633;—III. [Era of Eng. Lit.]; [class], Sentimentalist; [form] Tale; [representative work] The Temple; [characterization]—Next to the Scripture poems there are none so savory to me as Mr. George Herbert's—*Richard Baxter*; [Remarks.] Among the few authors of good religious lyrics."

After his list of representative names, 72 in all, he adds a second list of 48 names of minor writers whose services have an historical value. To each of these he appends, besides the date and era, the reason for mention. Fifty-eight American writers make up the list of chief authors, and fifty-three a second list of names of minor literary note. The author remarks in his preface with commendable frankness and simplicity: "This little book is offered for its serviceableness; if it lacks merit, the author would not care to give it any factitious aid by extended reference to authorities, or by any recital of his own possible fitness for the office which he has undertaken to fill."

The question of literary critical judgments is a very delicate one. No book can hope to offer to its readers just such verdicts as will please all and offend none. Mr. Morgan has chosen the prudent course of giving the opinions of critical writers who have the largest following. Transcendental verdicts have been rejected because although they may be correct and from a very elevated stand-point, yet their whole force and value depends upon an insight on the part of the reader into their authors' points of view, and this insight cannot be presumed to exist among pupils of a high school. Without such insight on the part of the ordinary reader, the critical dicta of men of rare genius are injurious to him, in as much as they instill contempt for writers of mere talent, who are for the most part the writers most nourishing to the common mind. Writers of talent are the "middle men" who draw ideas from works of genius, and in turn furnish common people with stores of thought and imagination adapted to their capacity. It

will not do for barnyard fowls to take lessons in flying from the high-soaring eagle, nor is it good to teach common people to despise the ordinary dish of beef and potatoes, and to praise the indigestible (to mortal stomachs) ambrosia of the gods. Olympian viands for the apotheosized heroes are by all means right and proper—but give us milk for babes, and plain beefsteak and potatoes for the bone and sinew of the land.

AN EFFORT TO ANALYZE THE MORAL IDEA. By Robert D. Allen, Superintendent Kentucky Military Institute, Farmdale, Ky. Nashville, Tenn.: Publishing House of the Methodist Episcopal Church South. 1875.

The writer of this remarkable treatise has been obliged to give his analysis in a very condensed form. He calls his work "a mere skeleton of the author's idea," in fact. His first chapter considers the nature of man. He finds this to be threefold; thinking, sentient, and will-acting. "The impulsion of the will has its origin in the sensibilities"; ideas are regarded as necessary. The will cannot directly influence either the sensibilities or the intelligence. He defines liberty of the will as "the conscious power we have of forming determinations and executing them, contrary to and in defiance of an impulsion of the sensibilities." The will is a power that is self-increasing and self-decreasing, and can, in fact, render itself latent at any time. "Liberty is not the power to choose between contending or harmonizing emotions or their grades of passion; but the power to choose in defiance of every emotion—or, in other words, the power to act in accord with given laws for action, the impelling emotion to the contrary notwithstanding."

"Freedom of the will" he discriminates from "liberty of will" in that it is "conscious of the power to will in accordance with the ideas of the intelligence or laws for action given by reason." Reason is the lawgiver in the human constitution.

Chapter II. treats of obligation, the idea of which, according to him, is to be found in the faculty of reason. Obligation implies the atomic subjectivity of the individual, and does not belong to social or political combinations.

The third chapter comes to the consideration of "ought" and conscience, which follow from obligation. He is careful to assert the difference between moral and natural science, a distinction often ignored by writers on moral science, who have not learned the alphabet of their subject. The moral arises within the circle of consciousness.

In chapter IV. he discusses virtue and happiness. "The first law for action of the will is: Form determinations in accord with the laws of reason." "Virtue is the chronological antecedent of happiness." "Happiness is a positive state of the sensibilities," while "pleasure is the harmony of the physical activities." "It is only in the wreck of positive vice and pleasure that positive virtue and happiness can be established." Chapter V. treats of pleasure—Chapter VI. of self-love and worship. "A man's conception of the Divine Being," says Colonel Allen, "is but the projection of himself into the infinite, except the modifications of his idea due to revelation and the gathered influences of tradition."

While this work bears evidence of long years of thought on the subject, there is to be noted everywhere a poverty of technique, which apparently rises from unfamiliarity with the great treatises on ethics in ancient and modern times. For example, we do not find either of Kant's crit-

iques (Critique of Pure and Practical Reason and Metaphysics of Ethics) mentioned or in any way alluded to in the work. Indeed, the same may be said even of Aristotle's Nichomachian and Eudemean Ethics and of his *Magna Moralia*. Our author seems to have pondered the problems by himself, confining his reading to the text books of second-rate authors, and to have availed himself quite rarely of the assistance of the great original thinkers on this theme. This is a disadvantage in every way, because no single individual is or can be as tall as the race. One should take up a problem where his predecessors have left it off. If one could think out the perfect solution of moral problems, yet he could not properly expound the same, unless he knew and used the conventional technique that the race has created through the labors of many generations of thinkers. It is on this ground that we think Colonel Allen's most valuable thoughts will not receive the attention which they deserve. Again, there is another phase of deficiency which he shares in common with most English-speaking writers. We refer to his treatment of the relation of the intellect to the will. Following the current psychology he assumes an utter and entire independence of the two—treating them, in short, as two faculties, or at least making the intelligence to be a "faculty."

We may sum up the great work of Modern Philosophy, and indeed of Christian Philosophy properly so called, as a discovery of the identity of thinking and willing in their highest activities. Indeed this is the field on which the scholastic theologians and the medieval mystics found their deepest insights, and whereby pantheism was finally overthrown. In later times great social and political movements, e. g. the French Revolution, the re-establishment of the German Empire, have their explanation in the deep process going on in the common mind toward the realization of this conviction. Great national works of art, notably Goethe's *Faust* and even Dante's *Divina Commedia* have this identity of will and cognition, (the former exhibiting it in the world of civilization, the latter in the divine mind) for their theme. The German mind has achieved victory in the practical world only through its ability to pass from theoretical cognition to will through the phase wherein they are identical. The Anglo Saxon peoples, like the ancient Romans, stand essentially upon the basis of the will, and hence their chief problem is how to get over to the theoretical intelligence. Cognition based on the will is empirical or inductive science—Experience, i. e., what one has discovered through his own doings or volitions. English writers on the will rarely if ever state this problem of identity of will and intellect, still more rarely solve it. Only a few mystic platonists or followers of Jacob Boehme, like Henry More or John Pordage, seize the truth of the matter. But what the intellect fails to comprehend is quite commonly the silent presuppositions upon which are based the essential institutions of mankind.

We heartily commend this essay on the Moral Idea to the careful study of all thinking educators.

IN DOORS AND OUT. By Oliver Optic. Lee & Shepard, Boston. Book and News Company, St. Louis.

This is a volume containing twenty or thirty good stories, illustrating the trials, temptations and victories of young people under every imaginable phase of life, healthy and vigorous in its teachings, and

of right principles. If the story about "Taking a Newspaper" could be read to the people of every school district in the State, it would do a vast amount of good.

THE READING CLUB. Edited by Geo. M. Baker. Lee & Shepard, Boston. Book and News Company, St. Louis.

This is one of those books that our teachers ought to have at hand to *spice up* with now and then. This is No. 3 of the series, and they are all brim full of short articles—serious, humorous, pathetic, patriotic and dramatic, and cost only 50 cents a volume. Send and get one, and you will be sure to get the rest.

HALF HOUR RECREATIONS IN NATURAL HISTORY. Part 7, Insects of the Field; Part 8, Insects of the Forest. By A. S. Packard, Jr. Boston: Estes & Lauriat. For sale by Book and News Co.

The writings of Prof. Packard on insects are so entertaining as to remind us of Dickens's Christmas stories. The excellent wood-cuts and clear type furnished by Messrs. Estes & Lauriat make it a pleasure to turn over the pages of this series of booklets.

The several insects that infest the trees of our forests are described in No. 8. There are the pine weevil, the wood engraver, the tunnel or timber beetle, the wine cask borer. The latter of these has been known to bore a hundred thousand holes in the staves of a single liquor cask. Shall we call him a toper (tapper) or an ally of the temperance cause? The oak weevil and the oak pruner, the American silk worm, the chestnut weevil (every boy has bitten into the "chestnut worm" and knows how it tastes), the locust tree borer, the various species of canker worms, of elm tree borers, the borers of the linden tree and poplar tree, the hickory girdler, are all described by the facile pen of Professor Packard, who gives economic hints occasionally, like the following: "The walnut and hickory entertain a larger host of insect pests than any other deciduous tree; some seventy species are already known to draw their supply of food from these noble trees. Our black walnut wood comes from the Western States, particularly Indiana, where the tree grows in the greatest perfection. It is estimated that within so short a period as ten years from the present date, the supply of black walnut timber will be materially diminished. It is even now time to be planting groves of these precious trees in the Western States," etc.

HALF HOUR RECREATIONS IN POPULAR SCIENCE. Dana Estes, Editor. No. 15. The Sun and the Earth. By Balfour Stewart, F. R. S. Force Electrically Exhibited. By J. W. Phelps. No. 16. The Ice Age in Great Britain. By Prof. Geikie. Causes of the Degeneracy of the Teeth. By Prof. Henry S. Chase. The Great Pyramid of Egypt. Photography. Boston: Estes & Lauriat.

The article on "Force Electrically Exhibited" contains some excellent hints on meteorological topics. General Phelps, living as he does on the heights that overlook the valley of the Connecticut River, has unrivalled opportunities of observing the rise and progress of storms, whirlwinds, &c. His observations, published in this essay and elsewhere, are by far the most original and suggestive which have come to our notice in this field of research.

THE ACADEMY. A Weekly Review of Literature, Science, and Art. London, England. Subscription price to American subscribers (through Messrs. Gray, Baker & Co., 407 North Fourth Street, St. Louis) \$6 00 per annum.

We are happy to call attention to the rare opportunity offered in this arrangement, to obtain a first-class English newspaper at a specially low rate. Dr. Ap-

pleton, the publisher, recently made the tour of the United States and Canada, and established agencies for the sale of his paper. Other similar English periodicals cost here double the subscription price of this one, having no special agents in this country. In *The Academy* one will find from week to week a complete current record of the new discoveries in science and art; excellent critical book notices of current publications; discussions of the fine arts and music; a well digested summary of the news of the week.

The January "Galaxy" will contain the first part of a new serial story by William Black, author of "A Princess of Thule," "Strange Adventures of a Phaeton," etc., etc. It is called "Madcap Violet." The same number will also contain a very important article on our National Surveys, by Capt. Chas. W. Raymond, and the "English Interregnum," by Justin McCarthy. Articles by Prof. H. H. Boyesen and Albert Rhodes will also be found in the same number.

THE KINDERGARTEN MESSENGER, the organ and advocate of kindergarten training in the United States, unites with the "New England Journal of Education." Miss Elizabeth P. Peabody, the former editor, will edit a Kindergarten Department in the "New England."

We call special attention to one of the choicest "Gift Books" of the season, entitled "The Shepherd Lady," and other poems by Jean Ingelow. This red line edition, in printing, paper, binding, matter and all, is, in its way, a splendid specimen of the books issued by Roberts Brothers. The price, too, brings it within reach of all, and it contains many other gems by the gifted author.

ROBERTS BROTHERS this year make the strongest show in juveniles; they have brought out a number of entirely new books, and what is quite remarkable, there is not an indifferent one among them. As deserving first mention is Louisa M. Alcott's "Eight Cousins, or the Auntie," \$1 50; a bright and witty story of a little girl and her seven boy cousins, full of excellent illustrations by Addie Ledyard and Sol Eytinge. It would seem, from the number of volumes already sold (something like three hundred thousand), that no little girl or boy should be ignorant of the charms of Miss Alcott's stories—if there be such an unfortunate, let the "Eight Cousins" be designated for reading. Then for the very little ones is Susan Coolidge's "Nine Little Goslings," \$1 50, a collection of stories based upon the Mother Goose rhymes, and nicely illustrated by J. A. Mitchell. "Jolly Good Times," \$1 50, by P. Thorne, with Addie Ledyard's characteristic sketches, is full of sunshine from beginning to end; it tells all about child-life on a farm, with endless holidays and "good times." "Six to Sixteen," by Julian Horatia Ewing, \$1 50, specially written for girls, advances the writer's educational theories, and encroaches somewhat on the realms of romance, ending with a good deal of love and a marriage. "Mice at Play," by Neil Forest, \$1 50, is recommended for both old folks and young ones; it is not only a most charming and diverting story, but also points a moral in a most graceful way. These books are all in uniform bindings, square 12mo, and very attractively gotten up. The boys should not forget a story too much overlooked last year, almost as good in its way as Miss Alcott's, "F. Grant & Co.; or Partnerships," by Rev. Geo. L. Chaney.

THE NEW YORK OBSERVER.—This best of family newspapers is as fresh and interesting, now in its fifty-third year, as ever before; and, indeed, we think it more so. Its letters alone are worth more than the subscription price of the paper. It repudiates all offers of premiums, pictures, &c., and sends to its patrons a splendid family newspaper of the largest dimensions, containing all the desirable news, religious and secular, and an endless variety of reading for young and old, all of which is pure and good. Every family should have it. For specimen copies address S. I. Prime & Co., New York.

Mr. J. W. Bouton of New York, offers a remarkable number of fine art and other works, the bound volumes of those two elegant periodicals, "The Portfolio" and "L'Art," being first noticeable. "Etchings from the National Gallery," with text by its keeper, Mr. Wornum, and "Examples of Modern Etching," with text by Mr. Hamerton, are two fine volumes, with 20 exquisite plates each, at \$10. For a gift to a clergyman or scholar, Rev. J. P. Lurdy's new work on "Monumental Christianity," a small quarto with two hundred illustrations, \$7 50, may be safely commended, as it deals most interestingly with an important subject hitherto little treated of.

Our Teachers' Bureau.

Those desiring teachers are requested to state—

- 1st, Salary paid per month.
- 2d, Length of school term.
- 3d, Qualifications required.

Teachers desiring positions will also state—

- 1st, Their age.
- 2d, How much experience they have had in teaching.
- 3d, What wages they expect per month.

We charge each applicant for a position, and each person applying for a teacher, the sum of *two dollars in advance*, for inserting their application.

No. 266. A European lady desires a situation as teacher in a school or family. Speaks four languages, and teaches elementary music and ladies' fancy work. Can give high references. Address Mrs. P. VAN DIEST, Boulder, Colorado.

Special Notices.

J. W. BOUTON, 706 Broadway, New York, doubtless has "French" catalogues or would procure them if required, but he designed to say to professors, students and others, that *priced catalogues* of choice and rare books would be sent to any address on receipt of stamps to pay postage. It will pay to correspond with him.

Hearing Restored. Great invention. Book free. G. J. Wood, Madison, Ind.

SPECIAL NOTICE.—Don't fail to send for a full page circular of the "Goodyear Pocket Gymnasium," as advertised in the *Journal*. It is the most complete system of physical exercise ever devised for home practice.

The Goodyear Rubber Company, you know, make almost everything needed for use in this life, elastic—except consciences! Send for circular.

BEAUTIFUL WOMEN use Palmer's Invisible, the most charming of all Face Powders. Samples free at drug stores. By mail 8 cents. Boxes 25 cents. S. PALMER, 8-11 19 Platt Street, New York.

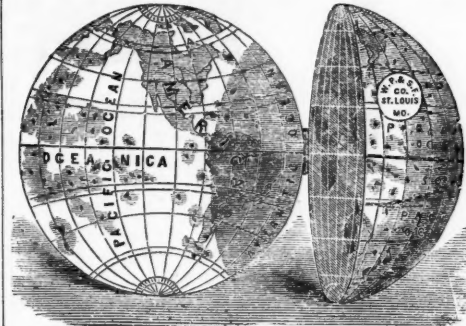
PRESENTS FOR THE HOLIDAYS.

What present can you give more USEFUL, more DURABLE than a **GLOBE**? Prices range from \$1 25 up to \$35 00.

It is currently reported that there is to be another change in the style of DRESS for both ladies and gentlemen, for 1876, but Prof. Tice and all other scientific and unscientific men have an impression that there will be no material change in

THE SHAPE OF THE EARTH during the next year, so that a present of a **GLOBE** will be a useful, beautiful, permanent, and appropriate gift for a

HOLIDAY PRESENT!



Prices range from \$1 25 for this style up to \$2 25, and from \$1 25 of this style, up to \$2 25.



Cut No. 2.

Price of Globes like Cut. No. 2, ranges from \$8 00 to \$12 00.



Cut No. 1.

Prices range from \$25 00 to \$35 00.



Cut No. 5.

Price of Cut No. 5, Tripod Stand, \$15 00.

This is the story about these Globes—they are **Entirely New,**

Showing all the latest political divisions—Annexation of Alaska, Atlantic Cable, and correct mountain chains, deserts, &c.

The six-inch Globe is also new, and superior to any of its size in the market. It is light and substantial, being made of the same material as the eight and twelve-inch globes.

Among the advantages which these globes present are the following, viz:

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